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Prayas (Health Group)



Respect · Rights · Responsibility

# SAHAJ

A programme for the safe, healthy and dignified growth of children

## Grades 1 to 10

| 10 | 80 | 257 |
|---|---|---|
| Grades | Sessions | Learning objectives |

**Prayas Health Group (PHG), Pune**

health.prayaspune.org

# About SAHAJ

**What it is**

A comprehensive, age-appropriate sexuality education curriculum for Grades 1 to 10 that revisits topics and builds step by step (a spiral curriculum).

**Developed by**

Prayas Health Group (PHG), Pune.

**Basis**

The principles and learning objectives of the International Technical Guidance on Sexuality Education (ITGSE), developed by UNESCO together with other United Nations agencies.

**Structure**

8 sessions in each grade: 80 sessions and 257 learning objectives in all.

**How it is delivered**

Trained sexuality educators first facilitate the sessions, while teacher training begins alongside, so that the school can later carry the programme forward itself.

**Experience so far**

SAHAJ has reached more than 11,000 students, teachers and parents in private schools, residential schools and settlements in Pune, Nashik, Phaltan, Kolhapur, Sangli and Ahilyanagar.

**More information**

health.prayaspune.org · letstalksexuality.com

# What is SAHAJ?

Children need to be taught to stay safe, but that alone is not enough. They also need the right opportunities and support to understand themselves, ask questions, express their thoughts and feelings, build healthy relationships, and respect their own rights and the rights of others.

**SAHAJ (Sanman, Hakka, Jababdari: Respect, Rights, Responsibility)** is a comprehensive, age-appropriate sexuality education curriculum for Grades 1 to 10, in which topics are revisited and built upon step by step.

Sexuality is not only about sexual relationships or changes in the body. Understanding one's body, emotions, identity, relationships, consent, gender, safety, rights and responsibility is part of a child's overall development.

# What makes SAHAJ special?

SAHAJ is concerned not only with what to teach, but equally with how to teach and how to create the right environment for children to grow. The approach rests on five basic principles:

**1**

### Positivity over fear

Going beyond risks and "what not to do" to build self-awareness, confidence, healthy relationships and the ability to make thoughtful decisions.

**2**

### Starting with rights

Information, safety, health and equality are the rights of every child. Learning to be aware of one's own rights while respecting the rights of others.

**3**

### Revisiting topics

Important concepts return at different ages, each time in greater depth as children's understanding grows.

**4**

### Age-appropriate and connected to life

Along with age, children's experiences, socio-cultural contexts and changing realities are taken into account to make learning more meaningful.

**5**

### Beyond the classroom

Working with children, teachers, parents and other school staff to create an environment where questions can be asked, conversations can happen and support is available when needed.

**ITGSE**

### Evidence-based. Rooted in reality.

SAHAJ is designed on the principles and learning objectives of the International Technical Guidance on Sexuality Education (ITGSE), developed by UNESCO together with other United Nations agencies.

### The eight ITGSE themes

| | | | |
|---|---|---|---|
| Relationships | Values, Rights, Culture and Sexuality | Understanding Gender | Violence and Staying Safe |
| Skills for Health and Well-being | The Human Body and Development | Sexuality and Sexual Behaviour | Sexual and Reproductive Health |

# Why do we need this?

Every day, children and adolescents try to make sense of themselves and the world around them. As they grow, they have questions about their bodies, friendships, emotions, attraction, relationships and the changes that come with age. Today the internet and social media bring these questions even earlier, and the information they find is partly accurate but often confusing.

Parents are children's first sexuality educators, but schools also have an important role. Mathematics, science, languages and physical education are talked about in school, but conversations about growing up, safety and sexuality often remain unanswered or are avoided. This is not because their importance is not recognised, but because of discomfort in talking about the subject, a lack of confidence, knowledge and skills, and the absence of a consistent curriculum. As a result, many are unsure where and how to begin.

Sexuality education does not only provide information; it also strengthens life skills such as self-awareness, empathy, critical thinking, communication, decision-making and problem-solving. These skills support emotional well-being and positive relationships, and help make schools safer and more inclusive.

SAHAJ was developed by Prayas Health Group (PHG), Pune, drawing on more than two decades of experience of working with adolescents. Its purpose is to give children and young people the knowledge, skills, attitudes and values they need to lead their lives with confidence and responsibility.

## SAHAJ in schools

**11,000+**
students, teachers and parents

**6**
places: Pune, Nashik, Phaltan, Sangli, Kolhapur, Ahilyanagar

**3**
settings: private schools, residential schools and settlements

SAHAJ is being implemented in different kinds of schools across Pune, Nashik, Phaltan, Sangli, Kolhapur and Ahilyanagar: private schools, residential schools and settlements. It has reached more than 11,000 students, teachers and parents. In PHG's observation, children are becoming more confident in asking questions and expressing themselves; conversations between children, parents and teachers are becoming more open and constructive; and young people show growing self-awareness, empathy and a sense of responsibility towards themselves and others.

**Films from two schools in rural and semi-urban settings that show their experience:**

**Urja Gurukul School**
Watch the film

**KamlaBai Nimkar School**
Watch the film

# Eight themes, ten grades: how the curriculum progresses

The same theme returns in different grades, each time in greater depth. The table below shows the sessions linked to each theme.

| ITGSE theme | 1 Grade | 2 Grade | 3 Grade | 4 Grade | 5 Grade | 6 Grade | 7 Grade | 8 Grade | 9 Grade | 10 Grade |
|---|---|---|---|---|---|---|---|---|---|---|
| Relationships | 1.2 | | 3.4 | 4.2 | 5.4 | 6.3<br>6.6 | 7.3<br>7.7 | 8.3<br>8.4 | 9.4<br>9.5 | 10.3<br>10.7<br>10.8 |
| Values, Rights, Culture and Sexuality | 1.1<br>1.8 | 2.1<br>2.8 | 3.6<br>3.8 | 4.8 | | 6.4<br>6.5<br>6.8 | 7.8 | 8.1<br>8.8 | 9.7 | 10.1<br>10.4<br>10.6 |
| Understanding Gender | 1.7 | 2.7 | 3.7 | 4.7 | 5.7 | 6.7 | | 8.7 | 9.6 | |
| Violence and Staying Safe | 1.5<br>1.6 | 2.3<br>2.4<br>2.5 | 3.3<br>3.5 | 4.3<br>4.5 | 5.5 | | 7.5 | 8.5<br>8.6 | | |
| Skills for Health and Well-being | | 2.6 | 3.2 | 4.4 | 5.6<br>5.8 | | 7.2<br>7.4 | | 9.8 | |
| The Human Body and Development | 1.3<br>1.4 | 2.2 | 3.1 | 4.1<br>4.6 | 5.1 | 6.1<br>6.2 | | | | |
| Sexuality and Sexual Behaviour | | | | | | | 7.6 | 8.2 | 9.1 | 10.5 |
| Sexual and Reproductive Health | | | | | 5.2<br>5.3 | | 7.1 | | 9.2<br>9.3 | 10.2 |

# The curriculum at a glance: Grades 1 to 10

## 1 Grade 1

**1.1** All are welcome
**1.2** Friendship
**1.3** Understanding our bodies
**1.4** Circle of life
**1.5** My space your space
**1.6** My body is my body
**1.7** My Princes Boy
**1.8** Different kinds of families

## 2 Grade 2

**2.1** Together we learn
**2.2** Understanding our bodies Basic anatomy
**2.3** Bullying is never ok
**2.4** Making Teasing and Bullying stop
**2.5** Feeling safe
**2.6** Being together, being yourself
**2.7** Rainbow Boys and Rainbow Girls
**2.8** Everyone Matters

## 3 Grade 3

**3.1** My personal timeline
**3.2** When our bodies need special care
**3.3** Knowing the difference Teasing, Bullying and Harassment
**3.4** Say it clearly
**3.5** Seeking help
**3.6** If you don't have consent, you don't have consent
**3.7** Who can do what
**3.8** Media around us

## 4 Grade 4

**4.1** Change is good
**4.2** Figuring out friendships
**4.3** Taking a stand against bullying
**4.4** Many moods of mine
**4.5** Personal safety
**4.6** Understanding Evolution
**4.7** Free to be me Gender, gender roles, stereotypes
**4.8** Prejudice and discrimination

## 5 Grade 5

**5.1** The Journey of Growing What to Expect
**5.2** Understanding our body Sexual and Reproductive anatomy
**5.3** Story of our birth
**5.4** Being clear with your friends
**5.5** My body My rights
**5.6** Talk to yourself like a good friend
**5.7** Breaking gendered boxes
**5.8** Stop Think Solve

| | | |
|---|---|---|
| **6** Grade 6 | **6.1** Me and My body Quiz<br>**6.2** Rethinking beauty and body image<br>**6.3** Words and beyond assertive communication<br>**6.4** Consent it goes with everything | **6.5** Creating safe spaces respecting boundaries<br>**6.6** Let's talk about attraction<br>**6.7** Gender biological or social<br>**6.8** Family many ways to belong |
| **7** Grade 7 | **7.1** So, THAT'S How Babies Are Made!<br>**7.2** Looks, Likes and Reality<br>**7.3** Love, Friendship, Attraction<br>**7.4** 'Making SMART Choices | **7.5** Sexual Harassment Know it, Act on it<br>**7.6** Pleasure, Guilt and Shame<br>**7.7** What is love anyway<br>**7.8** What will people say |
| **8** Grade 8 | **8.1** The world around me<br>**8.2** Gender Identity and Sexual Orientation<br>**8.3** Healthy vs Unhealthy Relationship<br>**8.4** Breakups Hard but Not Impossible | **8.5** Warning Signs - Understanding Sexual Abuse and Assault<br>**8.6** Staying Safe Online<br>**8.7** Gendered Power play<br>**8.8** Every Body Matters |
| **9** Grade 9 | **9.1** Sexual orientation, behavior, and identity<br>**9.2** Understanding HIV<br>**9.3** Know your options pregnancy and contraception<br>**9.4** Red flags or green flags | **9.5** They love me or they love me not...<br>**9.6** Understanding patriarchy<br>**9.7** Think before you click sexting & the law<br>**9.8** SACHA or not |
| **10** Grade 10 | **10.1** Open for Discussion - Values in Sexuality<br>**10.2** Understanding RTIs and STIs<br>**10.3** Many dimensions of a relationship<br>**10.4** Sexual Rights are Human Rights | **10.5** Sexual choice and consent<br>**10.6** Marriage Society and Choice<br>**10.7** Fantasy or reality<br>**10.8** We need to talk |

# 1 Grade 1

8 sessions · 23 learning objectives

Type of objective
Knowledge Attitude Skill

## 1.1 All are welcome

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Learners will understand that in the coming sessions, they will learn about themselves, their health, relationships, and ways to keep their bodies safe. Knowledge
2. Learners will understand the purpose of classroom rules and identify simple rules that help create a safe, respectful, and comfortable learning space. Knowledge
3. Learners will recognise that people in the classroom may be different in terms of language, food, and experiences, and that everyone is included and belongs. Knowledge

## 1.2 Friendship

**Relationships**

At the end of this lesson, learners will be able to:

1. Describe at least three characteristics of a friend. Knowledge
2. Value diversity of friendships (including differences in gender, ability, and health status. Attitude
3. Identify at least two healthy ways for friends to express feelings with each other. Knowledge

## 1.3 Understanding our bodies

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Correctly identify at least three body parts of the female, namely the nipples, vulva, and anus. Knowledge
2. Correctly identify at least three body parts of the male, namely the nipples, penis, and anus. Knowledge
3. Describe why it is important for them to know the correct names for the genitals. Knowledge

## 1.4 Circle of life

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Correctly define the term “reproduction.” Knowledge
2. Correctly differentiate between things in the world that do and do not reproduce. Knowledge Skill

## 1.5 My space your space

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Name at least 2 ways of being touched that are okay with them. Knowledge
2. List at least 2 ways of being touched that they do not like. Knowledge Attitude
3. Explain that they have the right to determine whether and how they are touched. Knowledge
4. Demonstrate an understanding of how to respond effectively when someone touches them in a way with which they do not feel comfortable. Skill

## 1.6 My body is my body

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Define “safe and unsafe touch.” Knowledge

2. Name at least three behaviors that could be considered unsafe that they would want to bring to a trusted adult's attention. Knowledge
3. Identify at least one trusted adult they can go to with questions or concerns about sexual abuse. Skill

### 1.7 My Princes Boy

**Understanding Gender**

At the end of this lesson, learners will be able to:

1. Understand that activities, clothes, and jobs are not limited to boys or girls and anyone can choose what they like. Knowledge
2. Show kindness and respect towards others who like or do things that may be different from what others expect. Attitude
3. Demonstrate supportive behaviours such as being inclusive, using kind words, or encouraging friends to try activities not expected of their gender. Skill

### 1.8 Different kinds of families

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Name, as a group, at least three different types of family structures. Knowledge
2. Express respect for different families. Attitude

## 2 Grade 2

8 sessions · 25 learning objectives

Type of objective
Knowledge Attitude Skill

### 2.1 Together we learn

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Understand that classroom agreements (rules)help create a safe and respectful space to learn about bodies, safety, and health. Knowledge
2. Express personal likes, interests, and positive feelings in ways that respect different comfort levels and choices. Skill
3. Identify kind and respectful ways of interacting with classmates, including listening, appreciating others, and not making fun of people's ideas, feelings, or choices. Knowledge

### 2.2 Understanding our bodies Basic anatomy

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Correctly identify at least four female body parts, mainly the reproductive system. Knowledge
2. Correctly identify at least four male body parts, mainly the reproductive system. Knowledge
3. Describe why it is important for them to know the correct names for the genitals and these body parts. Knowledge

### 2.3 Bullying is never ok

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Define the terms "bullying" and "teasing." Knowledge

2. Describe at least two differences between bullying and teasing. Knowledge
3. Provide at least two reasons why bullying and teasing are wrong to do. Knowledge
4. Develop sensitivity and empathy for others. Skill

## 2.4 Making Teasing and Bullying stop

Violence and Staying Safe

At the end of this lesson, learners will be able to:

1. Define the term "Bullying." Knowledge
2. Demonstrate how to respond effectively if they are being bullied. Knowledge Skill
3. Name at least 2 adults they can go to if they are being bullied to make it stop. Knowledge

## 2.5 Feeling safe

Violence and Staying Safe

At the end of this lesson, learners will be able to:

1. Define the terms 'personal boundary ', ' consent ', and 'bodily autonomy'. Knowledge
2. Define safe and unsafe touch. Knowledge
3. Explain what they would do if they were in an unsafe situation. Knowledge Skill
4. Name at least one adult they could go to for help if someone touched them in a way that made them feel uncomfortable. Knowledge

## 2.6 Being together, being yourself

Skills for Health and Well-being

At the end of this lesson, learners will be able to:

1. Identify how friends and groups can influence thoughts, feelings, and choices in both positive and negative ways. Knowledge
2. Recognise and express feelings that may arise in group situations, such as feeling included, pressured, uncomfortable, happy, or left out. Knowledge
3. Explore different ways to respond respectfully and safely when something in a group feels uncomfortable. Skill

## 2.7 Rainbow Boys and Rainbow Girls

Understanding Gender

At the end of this lesson, learners will be able to:

1. Define gender, identity, and gender role stereotypes. Knowledge
2. Name at least two things they've been taught about gender role stereotypes, and how those things may limit people of all genders. Knowledge

## 2.8 Everyone Matters

Values, Rights, Culture and Sexuality

At the end of this lesson, learners will be able to:

1. Describe things that are unique about themselves. Knowledge
2. Understand new things that they learned about their classmates. Knowledge
3. Show respect and appreciation for differences while understanding that shared values like kindness and friendship help everyone learn together. Attitude

# 3 Grade 3

8 sessions · 25 learning objectives

Type of objective

Knowledge Attitude Skill

## 3.1 My personal timeline

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Recognize at least two stages of human development. **Knowledge**
2. Identify at least two significant events in their lives at earlier stages of development. **Skill**

## 3.2 When our bodies need special care

**Skills for Health and Well-being**

At the end of this lesson, learners will be able to:

1. Correctly identify different body parts, including private body parts such as the penis, vulva, nipples, and buttocks. **Knowledge**
2. Describe that health includes taking care of the body, mind, and feelings, and identify at least three healthy habits that support health. **Knowledge**
3. Identify trusted adults who can help when someone is unwell and describe kind ways to support a classmate or friend who is sick. **Knowledge**

## 3.3 Knowing the difference Teasing, Bullying and Harassment

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Explain what teasing, bullying, and harassment are and why they are wrong. **Knowledge**
2. Identify how someone is being treated and if that behavior constitutes bullying, harassment, or teasing. **Knowledge**
3. Identify and practice ways to effectively communicate if they are being bullied, harassed, or teased. **Skill**
4. Identify at least two trusted adults to whom they can tell if they are being teased, harassed, or bullied. **Knowledge**

## 3.4 Say it clearly

**Relationships**

At the end of this lesson, learners will be able to:

1. Understand what communication is. **Knowledge**
2. Identify different ways in which humans communicate, including speaking, listening, writing, and body language. **Knowledge**
3. Practise communicating clearly and listening carefully, including asking questions to check understanding. **Skill**

## 3.5 Seeking help

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Explain that being touched in an unsafe way or asked to touch someone else with or without force is never a child's fault. **Knowledge**
2. Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased. **Knowledge**
3. Learn to recognize body signals and understand their feelings as an initial signal of something not being right. **Knowledge**
4. Identify ways of communicating something difficult, such as experiences of unsafe touch, bullying, or teasing, with a trusted adult. **Skill**

## 3.6 If you don't have consent, you don't have consent

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Understand what it means to respect personal space and boundaries in different situations. **Knowledge**
2. Understand key concepts such as personal boundaries, body autonomy, and consent. **Knowledge**
3. Demonstrate how to communicate clearly about their boundaries. **Skill**

4. Demonstrate how to be sure to respect another person's boundaries. Skill

### 3.7 Who can do what

**Understanding Gender**

At the end of this lesson, learners will be able to:

1. Define gender and gender role stereotypes. Knowledge
2. Name at least two things they've been taught about gender role stereotypes, and how those things may limit people of all genders. Knowledge

### 3.8 Media around us

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Identify different forms of media and digital devices used in everyday life, and describe some ways people use media for learning, communication, creativity, and entertainment. Knowledge
2. Recognise that media is created by people and describe that some media content may be real, imaginary, edited, exaggerated, or created for fun and storytelling. Knowledge
3. Identify different feelings that media can create and describe safe ways to seek support from trusted adults if something seen or heard in media feels confusing, upsetting, or uncomfortable. Knowledge

## 4 Grade 4

8 sessions · 28 learning objectives

Type of objective
Knowledge Attitude Skill

### 4.1 Change is good

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Describe at least three changes that take place during puberty. Knowledge
2. Differentiate between what could be considered physical changes and what are social and emotional changes of puberty. Knowledge Skill
3. Create a plan for maintaining personal hygiene during puberty. Knowledge Skill
4. Understand that different changes happening during puberty are a natural part of growing up. Knowledge

### 4.2 Figuring out friendships

**Relationships**

At the end of this lesson, learners will be able to:

1. Differentiate between healthy and unhealthy behaviors in friendships and peer relationships. Knowledge
2. Use the PAL model to express their feelings and resolve friendship-related conflicts. Skill

3. Identify trusted adults they can approach when feeling unsafe or hurt in a relationship. Knowledge

## 4.3 Taking a stand against bullying

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Understand the impact of bullying. Knowledge
2. Differentiate between the terms "upstander" and "bystander." Knowledge Skill
3. Describe the four ways to be an upstander when bullying is happening. Knowledge
4. Practice effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps. Knowledge Skill

## 4.4 Many moods of mine

**Skills for Health and Well-being**

At the end of this lesson, learners will be able to:

1. Express emotions and expand their vocabulary for them. Knowledge
2. Understand that all emotions are valid and important to indicate our wants and needs, and we can express them healthily through our behaviour. Knowledge
3. Demonstrate links between emotions and hormones and bodily changes. Knowledge
4. Understand how to respond better to this range of emotions. Skill

## 4.5 Personal safety

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Describe what makes a touch safe or unsafe using clear safety rules. Knowledge
2. Recognize and express their personal boundaries and understand the importance of respecting others' boundaries. Knowledge
3. Demonstrate the SAFE steps (Stop – get Away – Find an adult – Explain) they can take in unsafe situations. Knowledge Skill
4. Identify trusted adults. Knowledge

## 4.6 Understanding Evolution

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Describe that humans are part of nature Knowledge
2. Explain, using examples from the story, how diversity and change occur over a long period of time through evolution. Knowledge

## 4.7 Free to be me Gender, gender roles, stereotypes

**Understanding Gender**

At the end of this lesson, learners will be able to:

1. Define gender identity and recognize how it is assigned at birth based on biological characteristics. Knowledge
2. Identify societal norms and expectations associated with gender and how these norms influence behavior and preferences. Knowledge
3. Understand how gender stereotypes can be challenged and the implications of breaking these societal norms. Knowledge Skill
4. Reflect on their experiences and observations regarding gender identity and the impact of societal expectations on individual choices. Attitude

## 4.8 Prejudice and discrimination

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Understand the meanings of the terms prejudice and discrimination. Knowledge
2. Demonstrate understanding of at least three ways to treat others with dignity and respect. Knowledge
3. Demonstrate at least one way learners can work together to promote dignity and respect for all people. Skill

# 5 Grade 5

8 sessions · 23 learning objectives

Type of objective
Knowledge Attitude Skill

## 5.1 The Journey of Growing What to Expect

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Name at least one physical, social, and emotional change that young people go through during adolescence. Knowledge
2. Know that the physical, social, and emotional changes during puberty are normal and may occur at different times and in different ways for each person. Knowledge

## 5.2 Understanding our body Sexual and Reproductive anatomy

**Sexual and Reproductive Health**

At the end of this lesson, learners will be able to:

1. Correctly name at least two parts of the male and female sexual and reproductive systems. Knowledge
2. Describe the functions of at least two parts of the male and female sexual and reproductive systems. Knowledge

## 5.3 Story of our birth

**Sexual and Reproductive Health**

At the end of this lesson, learners will be able to:

1. Describe how puberty prepares the human male body for the potential to reproduce. Knowledge
2. Describe how puberty prepares the human female body for the potential to reproduce. Knowledge
3. Understand the process of menstruation and how to take care of personal hygiene during it. Knowledge

## 5.4 Being clear with your friends

**Relationships**

At the end of this lesson, learners will be able to:

1. Understand the difference between aggressive, passive, and assertive communication. Knowledge
2. Successfully demonstrate assertive communication when expressing a difference of opinion with another person. Skill
3. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure. Skill

## 5.5 My body My rights

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Define the terms “sexual abuse” and “sexual harassment.” Knowledge
2. Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed. Knowledge
3. Describe steps a person can take when they are being or have been sexually abused. Knowledge

### 5.6 Talk to yourself like a good friend

**Skills for Health and Well-being**

At the end of this lesson, learners will be able to:

1. Identify positive and negative self-talk. Knowledge
2. Demonstrate that positive self-talk helps them feel good and do well. Knowledge
3. Understand the feelings and behaviors associated with positive and negative self-talk. Knowledge
4. Demonstrate changing their self-talk and improving self-compassion. Practice changing the inner voice from negative to positive self-talk to help deal with difficult feelings. Skill

### 5.7 Breaking gendered boxes

**Understanding Gender**

At the end of this lesson, learners will be able to:

1. Understand that gender is often assigned at birth but shaped by society and experiences. Knowledge
2. Identify common gender stereotypes and recognize that they do not apply to everyone. Knowledge
3. Analyze how expectations for boys and girls can be different and sometimes unfair. Knowledge
4. Reflect on how gender roles can influence behaviour, choices, and opportunities. Attitude

### 5.8 Stop Think Solve

**Skills for Health and Well-being**

At the end of this lesson, learners will be able to:

1. Understand the concepts of life skills such as 'Self-awareness', Critical-thinking', and 'Problem-solving'. Knowledge
2. Apply problem-solving skills in real-life scenarios through engaging in role-playing activities. Skill

## 6 Grade 6

8 sessions · 25 learning objectives

Type of objective
Knowledge Attitude Skill

### 6.1 Me and My body Quiz

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Identify and describe some physical, emotional, and social changes that can happen during puberty in boys and girls. Knowledge
2. Recognise the importance of self-care, hygiene, and healthy habits during puberty, including menstrual hygiene and emotional wellbeing. Attitude
3. Demonstrate respectful and empathetic attitudes towards different body changes and experiences during puberty, while challenging common myths and teasing related to growing up. Skill

### 6.2 Rethinking beauty and body image

**The Human Body and Development**

At the end of this lesson, learners will be able to:

1. Recognise diversity in bodies and understand that everyone's body is unique. Knowledge

2. Understand that 'beauty' standards are socially constructed and change across countries, cultures, and time periods. Knowledge
3. Understand the implications of body shaming and disrespectful language. Knowledge

## 6.3 Words and beyond assertive communication

Relationships

At the end of this lesson, learners will be able to:

1. Define three types of communication: passive, assertive, and aggressive. Knowledge
2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something with them. Knowledge Skill
3. Demonstrate an understanding of how to communicate assertively about one's own decision. Knowledge Skill

## 6.4 Consent it goes with everything

Values, Rights, Culture and Sexuality

At the end of this lesson, learners will be able to:

1. Define consent. Knowledge
2. Identify boundaries between seeking and coercion. Knowledge Skill
3. Draw connections between social expectations and pressures on consent-seeking. Knowledge

## 6.5 Creating safe spaces respecting boundaries

Values, Rights, Culture and Sexuality

At the end of this lesson, learners will be able to:

1. Define what a boundary is, with an emphasis on personal boundaries. Knowledge
2. Demonstrate how to be clear about one's boundaries and respect others' boundaries. Knowledge
3. Demonstrate an understanding that no one has the right to violate someone else's boundaries and that doing so may be against the law. Knowledge
4. Understand sexual abuse. Knowledge
5. Name at least one resource to whom they can report sexual assault or rape. Knowledge

## 6.6 Let's talk about attraction

Relationships

At the end of this lesson, learners will be able to:

1. Understand concepts like love and attraction. Knowledge
2. Understand that it is possible to experience attraction towards nobody or anybody regardless of gender, religion, caste, class, or ability, and it is ok. Knowledge
3. Understand healthy ways of expressing interest or attraction and accepting rejection. Knowledge

## 6.7 Gender biological or social

Understanding Gender

At the end of this lesson, learners will be able to:

1. Identify the difference between sex and gender. Knowledge
2. Understand what Patriarchy is. Knowledge
3. Recognise and challenge gender-biased attitudes resulting from age-old societal conditioning. Knowledge

## 6.8 Family many ways to belong

Values, Rights, Culture and Sexuality

At the end of this lesson, learners will be able to:

1. Challenge the conventional notions of family and explore and accept diverse family structures. Knowledge Attitude
2. Understand social norms around family and how these norms adversely impact the fundamental rights of people. Knowledge Attitude

# 7 Grade 7

8 sessions · 26 learning objectives

Type of objective
Knowledge Attitude Skill

## 7.1 So, THAT'S How Babies Are Made!

**Sexual and Reproductive Health**

At the end of this lesson, learners will be able to:

1. Correctly label at least four internal and external sexual and reproductive body parts and describe their functions. **Knowledge**
2. Describe the process of human reproduction by identifying the correct order of steps involved in conception. **Knowledge**
3. Explain at least two ways in which pregnancy can happen that do not include sexual intercourse. **Knowledge**
4. Name at least two reasons why someone might choose to use one of these methods for pregnancy. **Knowledge**
5. Describe at least 2 ways in which economic disparities can impede some people from accessing sexual and reproductive healthcare. **Knowledge**

## 7.2 Looks, Likes and Reality

**Skills for Health and Well-being**

At the end of this lesson, learners will be able to:

1. Describe what body image is and its connection to self-esteem. **Knowledge**
2. Identify at least two influences on body image. **Knowledge**
3. Explain the impact that sexually explicit media can have on one's body image and self-esteem. **Knowledge**
4. Understand diversity in bodies, develop respect for this diversity, and become more accepting of their own bodies. **Knowledge**

## 7.3 Love, Friendship, Attraction

**Relationships**

At the end of this lesson, learners will be able to:

1. Describe at least two characteristics of a friendship and two characteristics of a romantic relationship. **Knowledge**
2. Identify at least two similarities and two differences between friendships and romantic relationships. **Knowledge**

## 7.4 'Making SMART Choices

**Skills for Health and Well-being**

At the end of this lesson, learners will be able to:

1. Understand the importance of using a decision-making model when making important decisions. **Knowledge**
2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. **Knowledge** **Skill**

## 7.5 Sexual Harassment Know it, Act on it

**Violence and Staying Safe**

At the end of this lesson, learners will be able to:

1. Define sexual harassment. **Knowledge**
2. Describe at least one strategy a person can safely use if they are being sexually harassed. **Knowledge**
3. Describe at least one strategy a person can safely use to intervene if someone is being sexually harassed. **Knowledge**
4. Describe at least one strategy a person can use if someone they know is sexually harassing others. **Knowledge**

### 7.6 Pleasure, Guilt and Shame

**Sexuality and Sexual Behaviour**

At the end of this lesson, learners will be able to:

1. Know the difference between pleasure, guilt, and shame, and understand how these emotions develop, including the role of social and cultural influence. Knowledge
2. Understand that masturbation and wet dreams are natural bodily processes while recognizing associated myths and misconceptions. Knowledge Attitude
3. Understand what pornography is and recognize that it is not a realistic or reliable source of information about bodies, relationships, or behavior. Knowledge

### 7.7 What is love anyway

**Relationships**

At the end of this lesson, learners will be able to:

1. Describe the difference between "liking" and "loving". Knowledge
2. Define "sexual orientation" and its most common categories. Knowledge
3. Differentiate between sexual orientation and gender identity. Knowledge
4. Know that the pressure to label feelings before we fully understand them can lead to stress, and it is ok to take time to understand our feelings. Knowledge

### 7.8 What will people say

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Understand and identify the diversity of family structures and the conservative beliefs associated with these structures. Knowledge
2. Participants will be able to identify the impacts of social and cultural norms on people of different gender identities. Knowledge

## 8 Grade 8

8 sessions · 28 learning objectives

Type of objective
Knowledge Attitude Skill

### 8.1 The world around me

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Identify different people and sources that influence our decisions about relationships and sexuality. Knowledge
2. Identify the messages we receive from these sources about relationships and sexuality. Knowledge
3. Explain how social expectations, peer pressure, and fear of judgement can influence our decisions about relationships and sexuality. Knowledge Skill
4. Describe how these influences can affect our feelings and confidence. Knowledge
5. Recognise the importance of thinking critically about others' advice and opinions when making decisions about relationships and sexuality. Knowledge Skill

### 8.2 Gender Identity and Sexual Orientation

**Sexuality and Sexual Behaviour**

At the end of this lesson, learners will be able to:

1. Define the terms sex, gender, Gender identity, and sexual orientation. Knowledge

2. Describe how each term is different from the others. Knowledge
3. Understand that while these terms are often used interchangeably, they refer to different aspects of human identity and experience. Knowledge

## 8.3 Healthy vs Unhealthy Relationship

Relationships

At the end of this lesson, learners will be able to:

1. Identify characteristics of healthy relationships. Knowledge
2. Identify characteristics of unhealthy relationships. Knowledge
3. Recognize early warning signs that a relationship may become unhealthy. Knowledge
4. Improve their behaviors when it comes to their relationships with others. Skill
5. Demonstrate how to handle relationship conflicts. Skill

## 8.4 Breakups Hard but Not Impossible

Relationships

At the end of this lesson, learners will be able to:

1. Analyze at least two external influences on a person's attitudes, beliefs, and expectations about relationships. Skill
2. Identify at least one strategy to end a relationship. Knowledge
3. List at least two resources that can be helpful when ending an unhealthy relationship. Knowledge

## 8.5 Warning Signs - Understanding Sexual Abuse and Assault

Violence and Staying Safe

At the end of this lesson, learners will be able to:

1. Name at least two different types of sexual assault. Knowledge
2. List at least one example of each of the following: mutual consent, unfair manipulation, threats, and aggression. Knowledge
3. Identify at least three signs of unhealthy or abusive relationships and understand the link between abuse and power. Knowledge

## 8.6 Staying Safe Online

Violence and Staying Safe

At the end of this lesson, learners will be able to:

1. Describe the positive aspects of online talking and messaging. Knowledge
2. Identify examples of flirting and chatting that can be inappropriate or risky. Knowledge
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. Knowledge Skill

## 8.7 Gendered Power play

Understanding Gender

At the end of this lesson, learners will be able to:

1. Identify how people of different genders experience different rights, privileges, and restrictions in society. Knowledge
2. Understand how power is distributed in families, schools, and communities, and how it affects individual choices and opportunities. Knowledge
3. Explore ways to challenge unfair gender norms and create equal opportunities for all, regardless of gender identity. Knowledge Skill

## 8.8 Every Body Matters

Values, Rights, Culture and Sexuality

At the end of this lesson, learners will be able to:

1. Identify and understand body diversity. Knowledge
2. Understand how the perception of an 'ideal body' affects their self-esteem and expression. Knowledge
3. Identify and address the unique needs of individuals with disabilities to help mitigate the challenges they encounter in their daily lives. Knowledge

# 9 Grade 9

8 sessions · 30 learning objectives

Type of objective
Knowledge Attitude Skill

## 9.1 Sexual orientation, behavior, and identity

**Sexuality and Sexual Behaviour**

At the end of this lesson, learners will be able to:

1. Name at least three different sexual orientations. **Knowledge**
2. Describe the three components of sexual orientation (orientation, behavior, and identity) and how they are unique from each other and connected. **Knowledge**

## 9.2 Understanding HIV

**Sexual and Reproductive Health**

At the end of this lesson, learners will be able to:

1. Distinguish HIV from AIDS. **Knowledge**
2. Understand how HIV is spread and ways to combat its spread. **Knowledge**
3. Identify the availability of treatment options for HIV/AIDS, including antiretroviral therapy (ART), and where to seek help and support. **Knowledge**

## 9.3 Know your options pregnancy and contraception

**Sexual and Reproductive Health**

At the end of this lesson, learners will be able to:

1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception. **Knowledge**
2. Define sexual intercourse. **Knowledge**
3. Explain at least two ways in which pregnancy can happen that do not include sexual intercourse. **Knowledge**
4. Name at least two reasons why someone might choose to use one of these methods. **Knowledge**
5. Name common signs and symptoms of pregnancy. **Knowledge**
6. Know about different options of contraception. **Knowledge**

## 9.4 Red flags or green flags

**Relationships**

At the end of this lesson, learners will be able to:

1. Identify healthy and unhealthy traits in relationships, such as respect, trust, freedom, or control, and explain why they matter. **Knowledge**
2. Differentiate between care and control, understanding that jealousy, possessiveness, and over-protectiveness are unhealthy signs. **Knowledge**
3. Understand the meaning of consent, recognizing that it requires information, willingness, and enthusiasm. **Knowledge**
4. Recognize the spectrum of relationships, including how they can shift over time, and identify early warning signs of unhealthy patterns. **Knowledge**
5. Reflect on real-life or story-based situations to practice applying these ideas when judging if a relationship is healthy or unhealthy. **Skill**

## 9.5 They love me or they love me not...

**Relationships**

At the end of this lesson, learners will be able to:

1. Differentiate between healthy and controlling behaviors in relationships. Knowledge
2. Identify how love, care, and control can look and feel different. Knowledge
3. Reflect on ways to build respect and equality in relationships. Knowledge Attitude

## 9.6 Understanding patriarchy

**Understanding Gender**

At the end of this lesson, learners will be able to:

1. Understand what patriarchy means and how it operates in everyday life. Knowledge
2. Identify examples of patriarchy in families, schools, media, and communities. Knowledge Skill
3. Reflect on how patriarchy affects both girls and boys. Knowledge
4. Explore how everyone can play a role in creating a more equal and respectful environment. Skill Attitude

## 9.7 Think before you click sexting & the law

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Understand what sexting is and its emotional, social, and legal consequences. Knowledge
2. Learn what Indian laws say about sexting, especially in the case of minors. Knowledge
3. Reflect on real-life situations and explore safe, respectful alternatives. Knowledge Skill
4. Know where to seek help if they or someone they know faces related issues. Knowledge

## 9.8 SACHA or not

**Skills for Health and Well-being**

At the end of this lesson, learners will be able to:

1. Explain the difference between passive and active sources of information about sexuality, and describe the components of the SACHA framework (Source, Agenda, Check facts, How it makes me feel, Another source). Knowledge
2. Demonstrate the ability to apply the SACHA framework to analyse online sexuality-related content (such as videos, websites, or social media posts) and make a reasoned judgment about its reliability. Skill
3. Develop a critical and reflective attitude towards online information by showing willingness to question sources, recognise bias or harmful messaging, and avoid blindly trusting or sharing unverified content. Attitude

# 10 Grade 10

8 sessions · 24 learning objectives

Type of objective
Knowledge Attitude Skill

## 10.1 Open for Discussion - Values in Sexuality

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Reflect and express their viewpoints on different situations related to sexuality, while listening to and respecting diverse perspectives. **Skill** **Attitude**
2. Understand and apply key concepts of consent and values (choice, dignity, diversity, equality, and respect) to analyze real-life situations. **Knowledge** **Skill**
3. Develop critical thinking skills by questioning assumptions, social norms, and biases, and recognizing the importance of informed, respectful decision-making. **Skill** **Attitude**

## 10.2 Understanding RTIs and STIs

**Sexual and Reproductive Health**

At the end of this lesson, learners will be able to:

1. Define RTIs and STIs, their symptoms, and their effects. **Knowledge**
2. Understand how to prevent RTIs and STIs. **Knowledge**
3. Name the only 100% effective way of avoiding an STI. **Knowledge**

## 10.3 Many dimensions of a relationship

**Relationships**

At the end of this lesson, learners will be able to:

1. Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. **Knowledge** **Skill** **Attitude**
2. Name at least two types of power differentials in relationships, as well as their implication for the relationship. **Knowledge**
3. Describe at least two ways in which an unhealthy relationship can become a healthy one. **Knowledge**

## 10.4 Sexual Rights are Human Rights

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Describe the concept of human rights. **Knowledge**
2. Understand that sexual rights are a part of human rights. **Knowledge**
3. Name at least five basic human rights. **Knowledge**

## 10.5 Sexual choice and consent

**Sexuality and Sexual Behaviour**

At the end of this lesson, learners will be able to:

1. Understand the difference between choice and coercion. **Knowledge**
2. Recognize how power plays a role in the process of consent. **Attitude**
3. Understand the right to say no to sexual activities. **Knowledge**

## 10.6 Marriage Society and Choice

**Values, Rights, Culture and Sexuality**

At the end of this lesson, learners will be able to:

1. Describe how marriage is shaped by social expectations, norms, and beliefs (including gender and diversity). **Knowledge**
2. Understand who has decision-making power (if, when, and whom to marry) and identify factors that influence this. **Knowledge**
3. Apply reflective decision-making by asking relevant questions before making choices related to relationships, marriage, and physical intimacy. **Skill**

## 10.7 Fantasy or reality

**Relationships**

At the end of this lesson, learners will be able to:

1. Define what sexually explicit media is and how it is part of everyday television and ads. **Knowledge**

2. Explain at least four ways in which media representations of sex and sexuality can affect a person's thoughts about themselves, their body image, and their expectations about sexual and romantic relationships. Knowledge
3. Understand the difference between media portrayals of relationships and relationships in real life. Knowledge

## 10.8 We need to talk

Relationships

At the end of this lesson, learners will be able to:

1. Name at least two characteristics of effective listening. Knowledge
2. Name at least two characteristics of effective communication. Knowledge
3. Demonstrate proficiency in using effective listening and communication skills in scenarios relating to sexual decision-making. Knowledge Skill

# More information and contact

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